PENGARUH PENERAPAN MODEL *PROBLEM BASED LEARNING* TERHADAP KEMAMPUAN BERPIKIR KRITIS DAN PRESTASI BELAJAR KIMIA PESERTA DIDIK KELAS XI SMA NEGERI 2 SLEMAN

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ABSTRAK

Tujuan penelitian ini untuk mengetahui ada tidaknya perbedaan yang signifikan dalam hal kemampuan berpikir kritis dan prestasi belajar kimia antara peserta didik kelas XI SMA Negeri 2 Sleman yang mengikuti pembelajaran menggunakan model *Problem Based Learning* (PBL) dengan peserta didik yang mengikuti pembelajaran menggunakan model *Direct Instructions*, jika pengetahuan awal dikendalikan secara statistik.

Populasi penelitian ini adalah peserta didik kelas XI semester 1 SMA N 2 Sleman tahun ajaran 2014/2015 berjumlah 64 peserta didik, dan terbagi dalam 2 kelas. Teknik pengambilan sampel dilakukan secara *population sampling*. Sampel berjumlah 64 peserta didik terbagi dalam 2 kelas, yaitu satu kelas sebagai kelas eksperimen dan satu kelas sebagai kelas kontrol. Pengujian hipotesis menggunakan uji Mancova.

Hasil penelitian ini menunjukkan bahwa ada perbedaan yang signifikan pada kemampuan berpikir kritis dan prestasi belajar kimia antara peserta didik kelas XI SMA Negeri 2 Sleman yang mengikuti pembelajaran menggunakan model PBL dengan peserta didik yang mengikuti pembelajaran menggunakan model *Direct Instructions*, jika pengetahuan awal dikendalikan secara statistik.

Kata kunci: kemampuan berpikir kritis, model PBL, prestasi

THE EFFECT OF APPLICATION OF PROBLEM BASED LEARNING MODEL TOWARD CRITICAL THINKING ABILITY AND CHEMISTRY STUDENTS LEARNING ACHIEVEMENT CLASS XI SMA N 2 SLEMAN

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ABSTRACT

The aims of the experimental research were to find out the significant differences in critical thinking ability and chemistry learning achievement between students of class XI SMA 2 Sleman who learned by using Problem Based Learning (PBL) model and students who learned by using Direct Instructions model, if prior knowledge controlled statistically .

The population of this research were students of class XI SMA N 2 Sleman on semester 1 of the academic year 2014/2015, there were composed of 64 students, and distributed into 2 classes. The samples were taken by population sampling method. The total number of the sample were 64 students and divided into 2 classes, one as experimental class and another as control class. The hypothesis test were analyzed by using Mancova.

The results of this research indicated that there were significant differences in critical thinking ability and chemistry learning achievement between students of class XI SMA 2 Sleman who learned by using PBL model and students who learned by using Direct Instructions model, if prior knowledge controlled statistically.

Key words: critical thinking ability, PBL model, achievement